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Developmental Reading in Social Studies: European Colonies in the New World and the Colonies Struggle for Independence. A Guide for Teachers, Grade 8, Revised.

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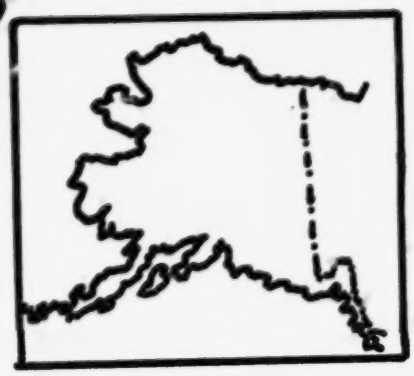
This unit guide, second in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the European colonies in the New World and America's struggle for independence is found in two texts, "This Is America's Story," for use with average groups, and "Exploring American History," for use with modified classes. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also pcovided. (JB)

Developmental Reading in Social Studies



UNIT 2: European Colonies In The New World and The Colonies Struggle For Independence

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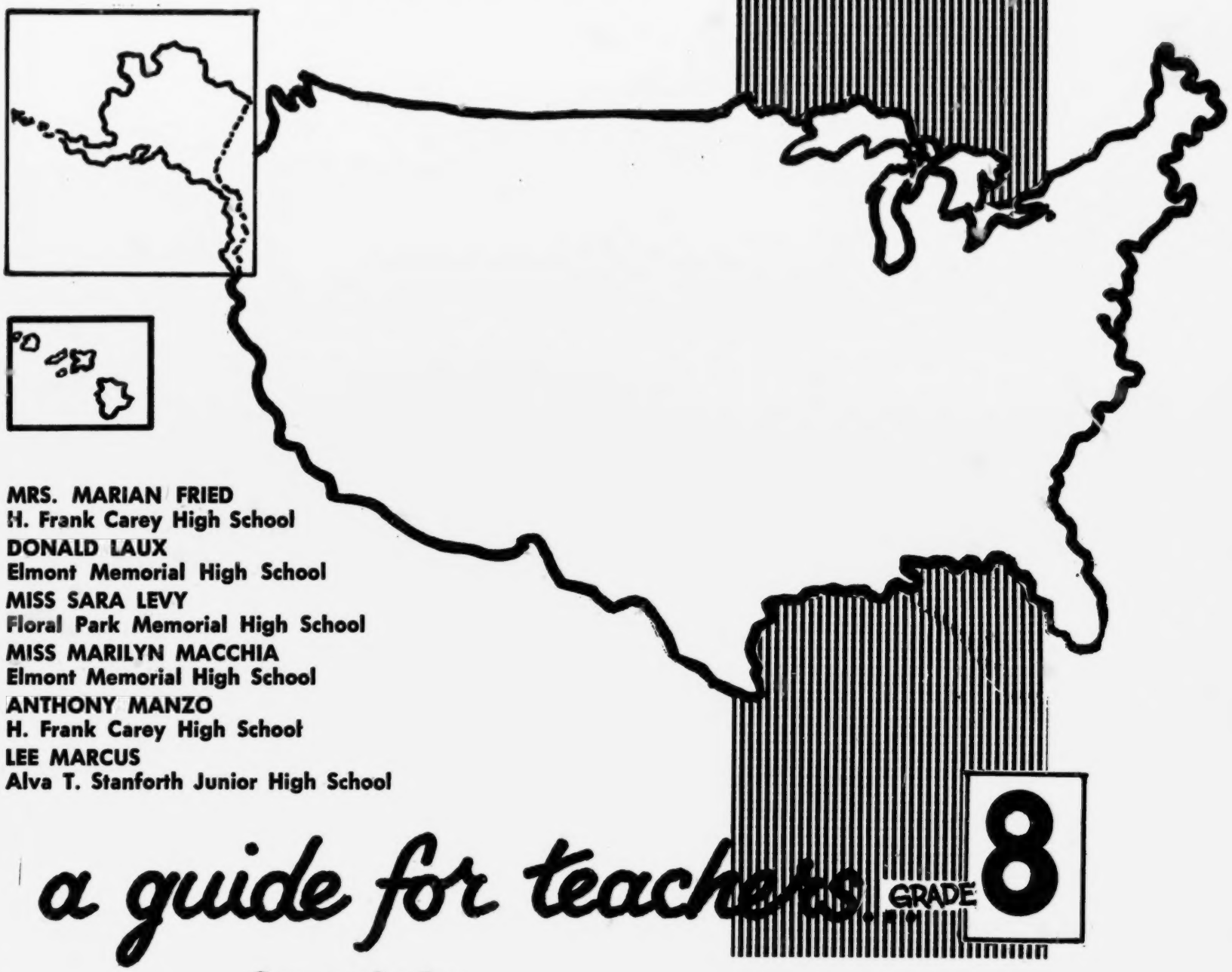
a guide for teachers GRADE 8 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

Developmental Reading in Social Studies

REVISED

UNIT 2: European Colonies In The New World and The Colonies Struggle For Independence



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a guide for teachers GRADE 8

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK SUMMER 1965

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A C K O W L E D G M E N T S

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried Mr. Donald Laux Miss Sara R. Levy Miss Marilyn Macchia Mr. Anthony Manzo Mr. Lee Marcus	For their authorship of the guide in the summer of 1965
Mr. Dan Dramer District Curriculum Supervisor, Reading and Language Arts	For supervising and organizing the project in its formative and developmental stages
Mr. Ira Wilder Social Studies Coordinator and Mr. William Wrigg	For suggestions on dividing the content into study units
Dr. James A. DeSonne Assistant District Principal, Curriculum and Instruction	For general supervision of the summer workshop

Mr. Robert Vincent Director, Instructional Materials Center	For supervision of the production of this guide
Mr. Edward Schneider	For editing final copy and for assisting in the supervision of the production of this guide
Mrs. Madeline Hendrix	For preparing bibliographical material for the guide
Mrs. Ramona Bendin	For creation of the cover design and other art work
Miss Betty Lavin and the Typing and Production Staff	For technical production of the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will evaluated and appropriate action will be taken.

John W. Nicoll
Principal of the District

September 1, 1965

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlom, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story,you will find a review question that can be used for both texts.

Unit Themes

Unit I Discovery and Exploration and European Colonies in the New World
Unit II Colonial Struggle for Independence
Unit III How Our Nation Is Governed
Unit IV Growth of the New Nation and the Westward Expansion
Unit V Civil War and Sectionalism
Unit VI Rise of Industry and Agriculture
Unit VII U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developemental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while develpoing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requistioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topec, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

TABLE OF CONTENTS

	Wilder <u>This is America's Story</u> Chapter No.	Schwartz and O'Connor <u>Exploring American History</u>
UNIT II Colonial Struggle for Independence	7. (pp. 136-148) How Were the English Colonists Governed? 8. (pp. 149-164) The American Colonists Resist Strict Control by England 9. (pp. 165-189) The Thirteen Colonies Win Their Independence	9-16 Unit II How Did the Colonies Win Their Freedom? - Covers from the English tightening of their restrictions to the end of the Revolutionary War. <u>NOTE</u>: Chapter 6 (pp. 86-90) included in this section.

WILDER, UNIT II CHAPTER 7 HOW WERE THE ENGLISH COLONIES GOVERNED?

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events,et
p.136 regulate		
p.137 critize	viceroy	Mexico City, New Spain, St. Lawrence Valley, New France
p.138 whim, trampled	jury, "freemen petition" indentured	1215, King John, Magna Carta, Great Council, Charles I, parliament, Petition of Right, James II, 1689, Bill of Rights
p.139 abiding, realm		
p.140 inherit, proprietors	trading company, legislature, assembly, self-government	
p. 141		Massachussetts Bay Colony, Southern Colonies
p. 142 precious, diorama	militia	Middle Colonies
p.143 plentiful	indigo	
p.144 hostile	navigation, Navigation Acts	
p.145 indulgence		

WILDER, UNIT II CHAPTER 7 HOW WERE THE ENGLISH COLONIES GOVERNED?

WORDS USED IN CONTEXT

1. The viceroy was appointed by the king to rule a certain area. A viceroy in many ways is like an assistant king.
2. Rights were not guaranteed . A person had to petition the king. The king might grant the petition or refuse it.
3. It often took an indentured servant years to gain his freedom. While a person was indentured he was not much better than a slave.
4. The English Navigation Acts controlled shipping to and from the colonies. The colonies hated the Navigation Acts.

FROM THE SURVEY

I. Chapter 7 - From the title of Chapter 7, "How Were the English Colonists Governed?" we can assume that the chapter deals with:

_____ A. The governing system of the English in Colonial America.
_____ B. The governing system of the English Colonies in the South.
_____ C. How the English Colonies in Canada, Europe and North America were governed.
_____ D. The English Colonies were happy about the way they were governed.
_____ E. English Colonists had no system of government.
_____ F. The Magna Carta is the basis of English rule.

Directions: Mark each answer choice above:

Det - if too detailed
Spec - if too specific
Genl - if too general
Irrel - if it's irrelevant
False - if not correct (all or part)
Best - if it's the best answer

I. Based on the reading of pages 136-139, match the statements in column II with the terms in column I.

Column I	Column II
_____ 1. Magna Carta	a. Body of English lawmakers
_____ 2. Petition of Right	b. Group of nobles and Church officers which had to be consulted by the king
_____ 3. Parliament	c. Said that nobles and "freemen" must be judged by a jury.
_____ 4. Great Council	d. Said that Englishmen should not be taxed without the consent of Parliament
_____ 5. Bill of Rights	e. Broadens the rights given to Englishmen in 1215.

WILDER , UNIT II, CHAPTER 7 HOW WERE THE ENGLISH COLONIES GOVERNED?

MAP STUDY

On Page 145 there is a map showing how the Navigation Acts regulated trade. See how well you can interpret the map by answer the following questiona:

I a) What types of products had to be funneled to England? _____.

b) What name could we give to these types of goods? _____.

II How did England enforce the regulation of trade? _____.

III How did England profit by the regulation of trade? _____.

IV Why were goods from the rest of the world more expensive than English goods in the colonies? _____.

V What name can we give to the types of products England traded to the Colonies? _____

II. Circle the numbers representing the rights the English Colonists did NOT have in the New World.

1. Trial by jury
2. Right to criticize government
3. Right to own land
4. Right to vote
5. Right to local government
6. Freedom of religion
7. Freedom to regulate trade
8. Representation in Parliament

Interpretation - Answer true or false

Based on the chart found on page 140 of your text, tell whether the following are true or false.

1. All colonies were governed alike.
2. In Rhode Island the governor was appointed.
3. In New York the governor was appointed.
4. The proprietors in Maryland, Delaware and Pennsylvania appointed the governor.

Based on the chart on page 141 (lower left), why do you think the king allowed a two-house legislature in the colonies?

Question for Discussion (Use textbook to illustrate answers.)

Why do you think democracy grew more rapidly in New England than in the South?

WILDER, UNIT II, CHAPTER 8: THE AMERICAN COLONIES RESIST STRICT CONTROL BY ENGLAND

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, Etc.
p.149	interrupt, bulletin, defiant provoke, announcement		Virginia Convention, Patrick Henry, Concord, Massachusetts Common, Lexington
p.150	violent, gratifying, additional, debt, expensive	governed, territories	George Grenville, Prime Minister
p.151	efficiently, strengthen, persuaded, various		Allegheny Mountains, Pontiac
p.152		proclamation, smuggling	Proclamation of 1763, Navigation Acts, Stamp Act
p.153	meddling, profit, represented, bold, condemned, protest, formal, various	legislature, frontier	"taxation without representation", Parliament, Virginia House of Burgesses, Stamp Act Congress, Sons of Liberty
p.154	distribute, prominent, rejoicing, proclaim, distressed	boycott, repeal, search warrants, writs of assistance duties	"Sons of Liberty", Andrew Oliver, Townshend Act
p.156		forbade	royal colonies, Samuel Adams, Boston Massacre
p.157	maintain, scarlet, wrath		"lobster-backs", British East India Company
p.158	jingle		
p.159	unruly		General Thomas Gage, Intolerable Acts
p.160	correspond, endangwr, intolerable	delegates	Colonel John Stark, Committes of Correspondence, Carpenter's Hall, Philadelphia, First Continental Congress, Continentals
p.161	relations, abandoned		
p.162		silversmith, patriot	Minutemen, Paul Revere, William Dawes, redcoats, April 19, 1775

SS8 UNIT II p.149-163W

WILDER, UNIT II, CHAPTER 8: THE COLONISTS RESIST ENGLISH CONTROL

WORDS USED IN CONTEXT

1. The Prime Minister of England is the most inportant man in their government.
2. The repeal of the Stamp Act overjoyed the colonists.
3. The colonies were defiant in their attitude toward the Intolerable Acts.
4. The legislature is responsible for making the laws.
5. At Concord, Massachussets, 16 Minutemen used various actions to thwart the British and strengthen their position.
6. An unruly mob was partially responsible for the violent action witnessed at the Boston Massacre.
7. People living in the frontier represented the hope of the new nation.
8. The colonists were distressed because they had to maintain British soldiers.
9. The people made a formal protest against"taxation without representation."
10. The Second Continental Congress worked efficiently during the distressed times that followed the outbreak of the war.

NOTES:

WILDER, UNIT II, CHAPTER 8: THE COLONISTS RESIST ENGLISH CONTROL

QUESTIONS FROM THE CHAPTER

From the Survey (Skill:SQ3R)

I. A. From the title of Chapter 8, The American Colonists Resist Strict Control by England, we can assume that the chapter deals with:

_____ A. The colonists rebel against "taxation without representation."
_____ B. Colonists take action against restrictions put on them by England.
_____ C. England closes the frontier to American settlement.
_____ D. England punishes the colonists for their resistance.
_____ E. The Boston Tea Party leads to the American Revolution.
_____ F. France's role in helping the American colonies.

Mark each answer choice above:

Det - if too detailed
Spec - if too specific
Genl - if too general
Irrel- if it's irrelevant
False- if not correct at all
Best - if it's the best answer

B. A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, as well as the pictures, maps, charts and graphs, reveals that this chapter deals with all the following except:

A. Acts leading to the Revolutionary War
B. Colonists resist strict control
C. Britain attempts to close the frontier.
D. Canada sides with England
E. Benjamin Franklin
F. Boston Massacre
G. First Continental Congress
H. "A shot is heard around the world"
I. Abraham Lincoln becomes revolutionary leader

II. Study the picture on page 160; from where do you think the backbone of the Continental Army came? Explain._____
_____
_____
_____

WILDER, UNIT II, CHAPTER 8: THE COLONISTS RESIST ENGLISH CONTROL

QUESTIONS ON THE CHAPTER

Picture, chart and map interpretation

1. p.149 Why would this flag be representative of the colonial view? _____
_____.

2. p.149 What are the pictures of the printer, newsboy and colonial housewife telling us about the importance of communication? _____
_____.

3. According to the cartooms on the top of pages 150 and 151, why do you think the British wished to close the frontiers? _____
_____.

4. The title of the time line on page 151 does not seem to match the illustratic well. Do you agree? Give your reasons. _____
_____.

5. According to the map study on p.152, what dangers would the colonists face if they crossed the Proclamation Line of 1763? _____
_____.

6. p.153 Could a cartoon of a similar nature appear in a newspaper today? Explain. _____
_____.

7. What contributions of Benjamin Franklin are depicted in these pictures on page 154? _____
_____.

8. Why do you think the "Boston Massacre" appears as a separate item in the center of the chart on page 156? _____
_____.

9. Do you think the artist had any purpose in having the participants smiling and laughing in the picture which appears on page 153? Explain. _____
_____.

10. Is it possible that the English cartoomist who drew this picture on page 159 was sympathetic to the colonists? Explain. _____
_____.

If you were an Englishman you might say that the colonists were guilty of treason. Give at least three reasons to justify the English point of view and three answers the colonists might give to defend themselves. Be prepared to verify from your text the words, phrases, or sentences upon which you have based these views.

ENGLISH VIEW	COLONIAL VIEW

WILDER, UNIT II, CHAPTER 9: THE THIRTEEN ENGLISH COLONIES WIN THEIR INDEPENDENCE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.165		forefathers	
	Words and phrases needed for the understanding of a speech given by Thomas Jefferson: prudence; dictate; transient.		
p.166	stealthily, summit	regular, redcoats	Bunker Hill, Breeds Hill
p.167	embarked, expedition		Fort Ticonderoga, Dorchester Heights, General Howe, Halifax, Nova Scotia, Fort Crown Point, Moores Creek, North Carolina, South Carolina, Charleston
p.168	resolute, grievances		King George III, Hessians, Samuel Adams
p.169	dimmer, yield, rare, inspiring, belief	delegates	Thomas Paine, "Common Sense", Second Continental Congress, Richard Henry Lee, Declaration of Independence, Thomas Jefferson
p.170	harsh, significant, despite	forefathers	July 4, 1776; United States of America
p.175	ill-matched, foe	regulars, tactics, Loyalist, Tories, "tarred and feathered"	Continental Army, man-of-war, "not worth a continental"
p.176	handicap, scanty, self-reliance, contempt, leisurely, blunders		Marquis de Lafayette, Baron de Kalb, Baron Von Steuben, Pulaski, Kosciusko
p.177	fainthearted, endure	ally	Benjamin Franklin, George Wahsington, "these are the times that try men's souls"
p.180			Nathan Hale, "I only regret that I have but one life to lose for my country", Delaware River

(continued)

WILDER, UNIT II, CHAPTER 9: THE THIRTEEN ENGLISH COLONIES WIN THEIR INDEPENDENCE

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events, etc.
p.181 retreated	regiment	Trenton; Princeton; Lord Cornwallis, Hudson Valley, John (Gentleman Johnny) Burgoyne, Fort Oswego, Oriskany, Chesapeake Bay
p.182 ambitious	court-martialed	Bennington, Vermont; Saratoga Brandywine; Germantown; Monmouth, New Jersey; Middle States, Benedict Arnold West Point, Major André
p.183 plot, contempt		
p.184 waged, menace, prey	expedition, "privateers"	George Rogers Clark; Appalachian Mountains; Colonel Henry Hamilton; Ohio River; Vincennes, Indiana.
p.185 cargo, venture	men-of-war, campaign	John Paul Jones, "Bonhomme Richard", "Serapis", "I have not yet begun to fight" Naval Academy, Annapolis
p.186 pounce		Francis Marion, ("the Swamp Fox"), King's Mountain Nathaniel Greene, Cowpen's, South Carolina
p.187	fortify	Yorktown; October 19,1781
p.188	"knavery"	

NOTES:

WILDER, UNIT II, CHAPTER 9: THE THIRTEEN ENGLISH COLONIES WIN THEIR INDEPENDENCE

WORDS USED IN CONTEXT

The patriots embarked on their expedition.

The colonists listed their grievances as their hopes grew dimmer.

The colonial regulars turned back the British redcoats.

The delegates met at the Second Continental Congress.

The Americans converted their merchant ships into men-of-war to go along with their "privateers."

It is a rare occassion when armies do not yield to superior forces.

Many Americans had to endure unusual hardships in the struggle for independence.

QUESTIONS ON THE CHAPTER

I Survey

Chapter 9 answers three basic questions. What is the second question this chapter deals with?

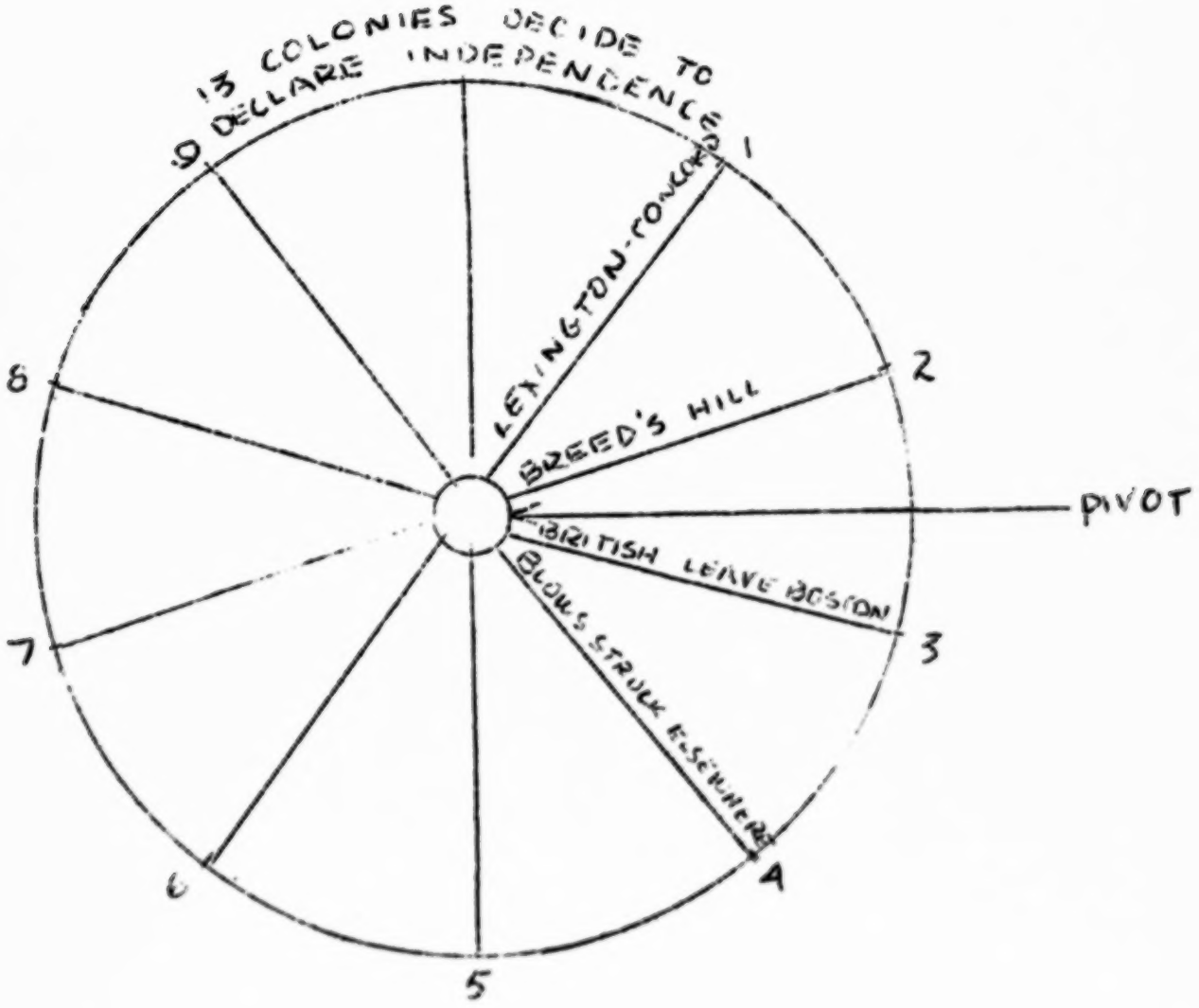
1. Why did the Thirteen Colonies decide to declare their independence?
2. _____
_____
_____.
3. How did the Thirteen Colonies win their independence?

WILDER, UNIT II, CHAPTER 9: THE THIRTEEN ENGLISH COLONIES WIN THEIR INDEPENDENCE

QUESTIONS ON THE CHAPTER

II. Main idea - Supporting details

A. The first main idea to be dealt with in this chapter, may be called -the thirteen colonies decide to Declare their Independence. If you think of this statement as the rim of a wagon wheel it will help you to find the supporting details or the sequence of important events. They can be represented as the spokes. (See below)

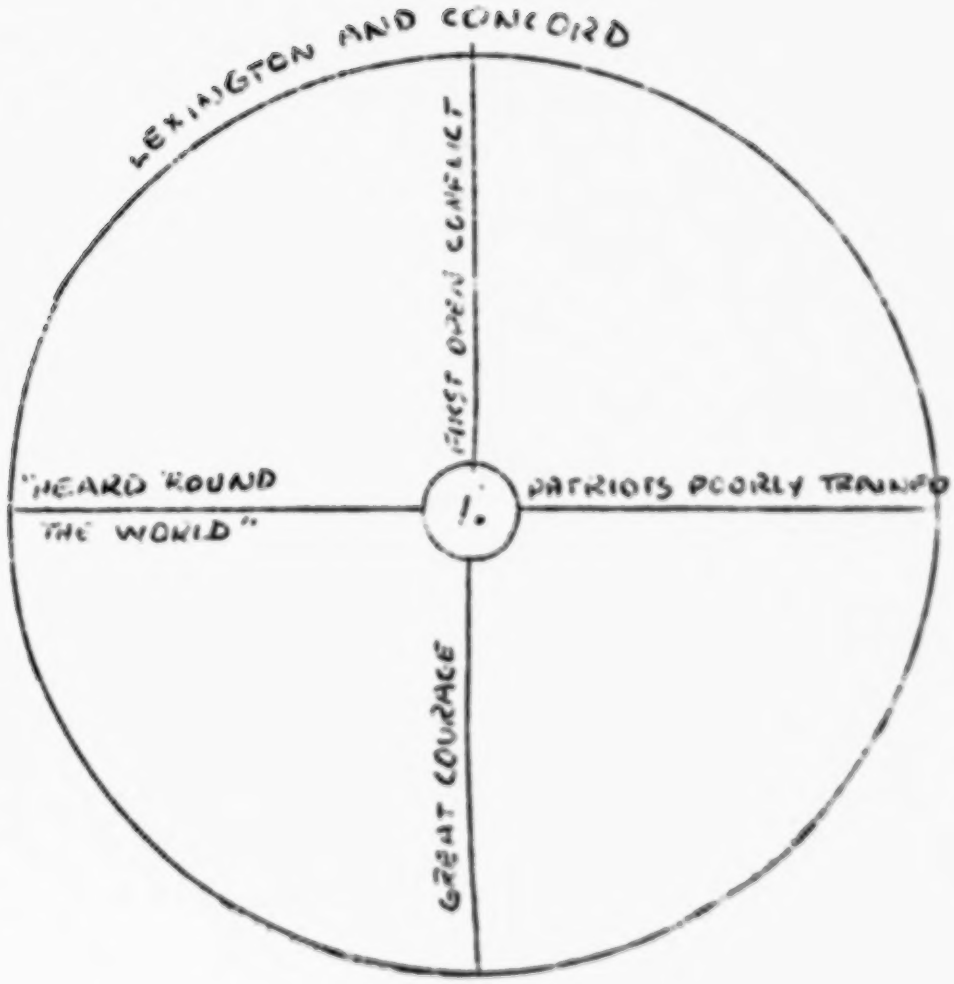


QUESTIONS ON THE CHAPTER

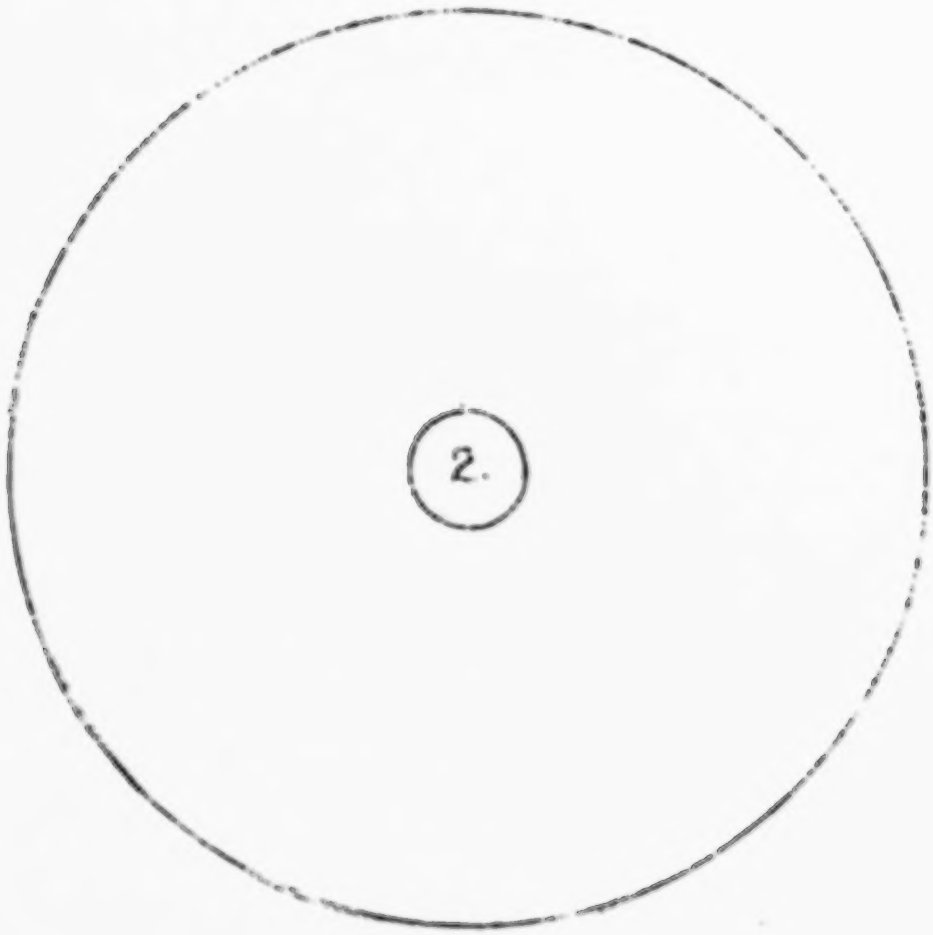
Complete the illustration above by filling in the other important events related to the topic.

B. What statement from your text would make the best pivot or axle for the above events?

C. Make similar illustrations for the nine spokes or sub-topics. Fill in the supporting details for each. (See illustration below)

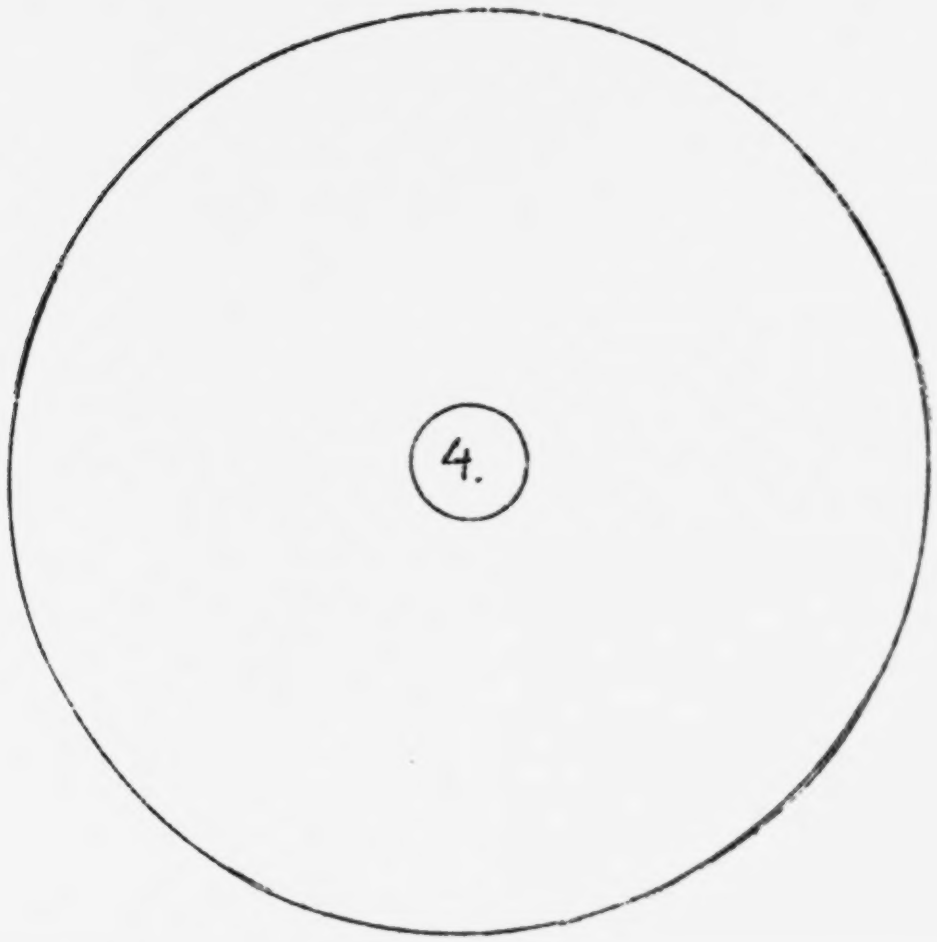


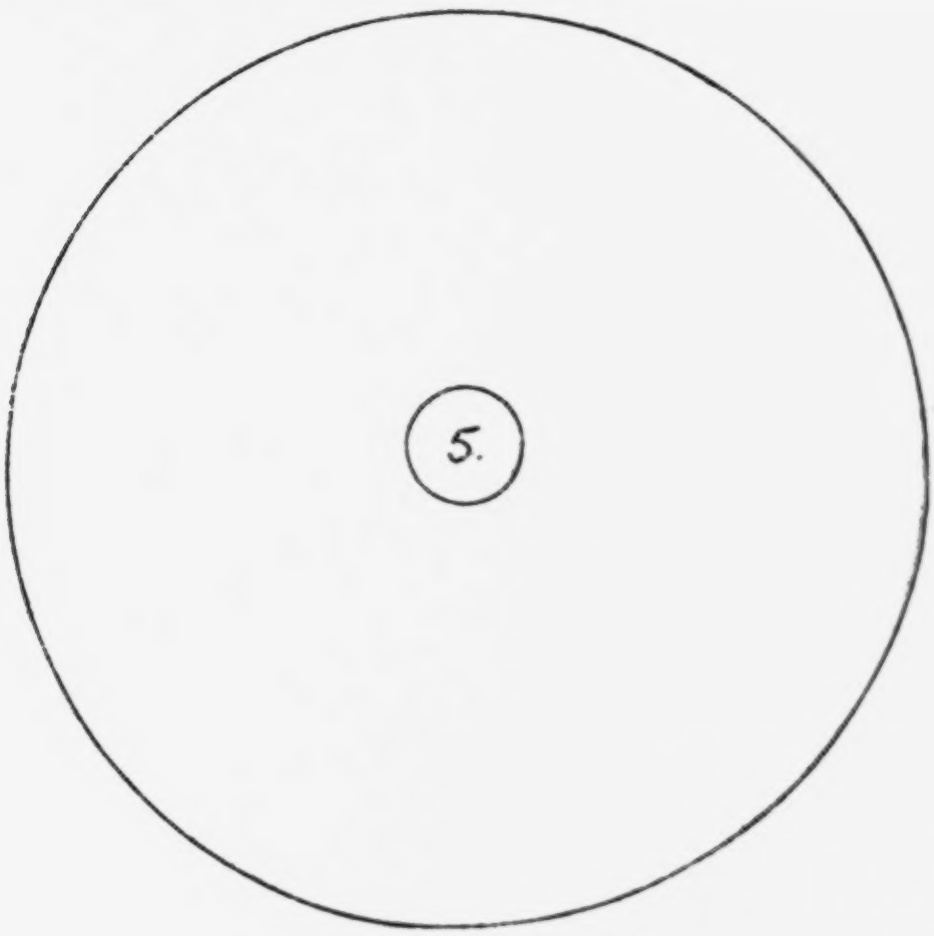
QUESTIONS ON THE CHAPTER



WILDER, UNIT II, CHAPTER 9: THE THIRTEEN ENGLISH COLONIES WIN THEIR INDEPENDENCE

QUESTIONS ON THE CHAPTER





QUESTIONS ON THE CHAPTER

6.

7.

QUESTIONS ON THE CHAPTER

8.

9.

QUESTIONS ON THE CHAPTER

III. Generalizations

Study the following generalizations carefully and decide if they are valid. If you feel they are not, underline the word or phrase with which you disagree. Explain your reason for disagreement.

1. Revolutions once started eventually are always successful. _____
_____.

2. Success in early battles is almost a gurantee of success in the out come of the war. _____
_____.

3. An honorable cause will always win wide backing. _____
_____.

4. Morale is a most important factor in war. _____
_____.

5. Mercenary soldiers can never be trusted. _____
_____.

6. A disheartened leader will always be open to traitorous action. _____
_____.

7. Revolutionary activity based on ideas can never be completely stamped out.
_____.

8. All of the following are absolutely necessary for the success of a revolutionary movement: morale, location, supply, disciplined army, honorable cause, good leadership, allies, money, basic strategy, superior numbers.
_____.

9. A common enemy will help to unify opposing forces. _____
_____.

10. Successful revolutions bring on great peace-time problems. _____
_____.

IV. Critical Reading (Pre-read the first paragraph on p.169 before answering the following.)

A. Why do you think Thomas Paine called his pamphlet "Common Sense"?
B. Why would Paine have difficulty convincing the colonists that "separation" was common sense?

WILDER, UNIT II, CHAPTERS 7-9: COMBINED QUESTIONS

Critical Reading

Examine the following extracts from Patrick Henry's speech before the the Virginia House of Burgesses and answer the questions below based on your reading.

"There is no longer any room for hope. If we wish to be free... we must fight! I repeat it, sir, we must fight! ...Gentlemen may cry peace, peace - but there is no peace. The war has already begun! ...Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains, and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"

1. Is Patrick Henry expressing facts or opinions here? Point to a line or lines in the speech to prove your answer. _____
_____.

2. Why do you think there are so many exclamation marks (!) in this speech?
_____
_____.

3. Why do you think Patrick Henry referred to "Almighty God!" in his speech?
_____
_____.

4. What is Patrick Henry urging others to do when he says, "...but as for me, give me liberty or give me death."?

5. Which of the following best discribes this speech? Give reasons for your choice.

a. calm and logical
b. excited and persuasive
c. excited and selfish
d. a call for peace

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 6: FREEDOM GROWS IN THE ENGLISH COLONIES

WORDS TO LEARN

Many people criticize the government of the United States, especially when they think an injustice has been done. By their anger, they are proving that we live in a democratic country where we are free to talk and criticize what we do not like. The government of the United States does not limit any freedom; in fact it enforces laws which keep us free. Everyone is entitled to a trial even when their guilt is clear.

The people of the United States are self-governing. We vote for representatives who go to Congress to make laws. Each community elects men to go to the lower house of Congress. These men receive a salary for their work. These men are elected according to our national constitution. These men see that we are free to worship, and that laws which require toleration of others are kept. Only the President can veto these laws, if he does not think they are good for all the people.

NOTES ON THE READING

AIM: To Learn About the Kind of Government that Developed in the English Colonies.

QUESTIONS	ANSWERS
1. What is the name of the document that first gave the English nobles a share in the government?	
2. What was the House of Burgesses?	
3. What agreement did the Pilgrims make?	
4. What was the plan of the Fundamental Orders of Connecticut?	
5. What were the 3 differant kinds of colonies and what made each one differant?	
6. Who could belong to the lower house or representative assembly?	

SS8 UNIT II, P. 86-89S

QUESTIONS	ANSWERS
7. Why did some assembly members become angry with the governor?	
8. Was there religious freedom in Massachusetts? Explain.	
9. Why did Roger Williams allow complete religious freedom?	
10. What was the Toleration Act?	
11. What did John Peter Zenger's trial do?	
12. Who could not vote in colonial America?	

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. criticize	1. pertains to the entire country
b. injustice	2. one who stands in for another
c. democratic	3. run by the people
d. limit	4. restrict
e. enforce	5. talk against
f. trial	6. keep
g. self-governing	7. law-making body
h. representative	8. not fair
i. Congress	9. religion
j. community	10. representative law-making group
k. lower house	11. people who make their own rules
l. salary	12. wages
m. national	13. town
n. constitution	14. written laws
o. worship	15. judgment

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 6: FREEDOM GROWS IN THE ENGLISH COLONIES

The following statements are based on chapter 6, Freedom Grows in the English Colonies. Using your book as a reference decide whether the statements are true or false. If they are false, in the space provided, rewrite them, making them true.

_____ 1. The trial of John Peter Zenger helped establish freedom of religion.

_____ 2. The Fundamental Orders of Connecticut provided the first representative government in America.

_____ 3. Roger Williams allowed complete religious freedom in Rhode Island.

_____ 4. In Massachusetts there was complete religious freedom. _____

_____ 5. William Penn allowed only Quakers to worship in Pennsylvania. _____

_____ 6. The Magna Carta was signed by the King of England and it gave English nobles a share in government. _____

_____ 7. In a self-governing colony, the governor was elected by the citizens of the colony. _____

_____ 8. The colonies were entirely democratic. _____

_____ 9. Indentured servants could vote, but Negro slaves could not. _____

_____ 10. The French and Spanish colonies were as democratic as the British colonies. _____

SS8 UNIT II P. 86-89S

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 7: FURS AND FARMING IN NEW FRANCE

WORDS TO LEARN

In the settlement in New France, naturally French was spoken. The landlords were called seigneurs and the farmers were called "habitants", very much like our word inhabitant, which means "someone who lives in a particular place." The farmers were the only permanent settlers. They found the territory in this vast wilderness to be very fertile. They established farms while the missionary priests established schools and churches.

However, it was the fur trader who made a great deal of money. These men not only trapped animals themselves, but they adopted the custom of trading with the Indians and often returned from a visit with their Indian friends laden with furs.

NOTES ON THE READING

AIM: To Learn How the People Lived in the Colony of New France.

Questions	Answers
1. What was the first permanent French settlement in America?	
2. Why did the French send Missionaries?	
3. Who ruled the French colonies for the King?	
4. How did the farmers pay the seigneurs?	
5. Describe a farm in New France.	
6. Of what were homes built?	
7. Who started the schools in New France?	
8. What was the major interest of the settlers?	
9. Which explorers gave France a basis for her claims to Louisianna?	
10. How did New France compare to its neighboring English colonies?	

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 7: FURS AND FARMING IN NEW FRANCE

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
a. settlements	____1. taken as one's own choice
b. landlord	____2. able to produce much
c. permanent	____3. way of life
d. territory	____4. lasting
e. fertile	____5. seigneur
f. established	____6. person sent to spread religion
g. missionary	____7. group of buildings in which people live.
h. adopted	____8. set up permanently
i. custom	____9. land;region
j. laden	____10. loaded

Look at the picture on page 91. Using the text of Chapter 7, answer the following questions.

1. What do you think is happening in the picture? _____

_____

_____

2. Where do you think this incident is taking place? _____

_____

_____

3. Write a caption for the picture (in the text).

_____

_____

SS8 UNIT II, P. 90-93S

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 8: THE FRENCH AND ENGLISH FIGHT TO CONTROL NORTH AMERICA

WORDS TO LEARN

The cowboy suggested to his partner that they retreat to the well-protected and fortified fort where they could better defend themselves. Shane refused this advice because he realized that this would be running away. He was no coward. As the enemy approached and got nearer and nearer the cowboys started to sweat. Ten to two were poor odds. How had they gotten involved in this?

"Here they come, Shane," he said.

NOTES ON THE READING

AIM: To Learn How France Lost Her Vast Territory in the New World.

QUESTIONS	ANSWERS
1. What was the result of the French and Indian War?	
2. What was the dispute between France and England?	
3. When and where did the French and Indian War begin?	
4. What was Benjamin Franklin's plan?	
5. What were the differences between the French and English colonies ? In size? In population? In way of life? In dealing with the Indians?	
6. Why was Braddock defeated?	
7. Who was responsible for giving the British army encouragement to fight harder?	
8. What was the deciding battle of the war and who were the two commanding generals?	
9. How did Wolfe win the battle?	
10. What were the results of the war?	
11. Why was the war important to the English Colonists?	1. 2. 3. 4.

SS8 UNIT II P. 94-97S

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 8: THE FRENCH AND ENGLISH FIGHT TO CONTROL NORTH AMERICA.

VOCABULARY TEST

In the blank appearing before the word meanings in ColumnII, write the letter which appears before the words in Column I.

Column I	Column II
A. suggested	1._____ protect
B. retreat	2._____ come closer to
C. protected	3._____ turned down
D. fortified	4._____ understood
E. defend	5._____ built up
F. refused	6._____ go back
G. realized	7._____ mixed up with
H. approached	8._____ defended
I. involved	9._____ gave advice; urged

Look at the maps on pp. 93 and 97. Compare them and answer the following questions.

1. What major event took place between 1750 and 1763?

2. Why did Spain's territory increase?

3. Why were the French left with so little territory?

4. What happened to the unexplored territory between 1750 and 1763?

5. Who claimed the newly explored territory?

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 9: ENGLAND TIGHTENS ITS GRIP ON THE COLONIES.

WORDS TO LEARN

After the French and Indian War, England had a large debt. England wanted the colonies to help pay the debt. In order to avoid further trouble with the Indians and to raise money, the British issued the Proclamation of 1763. The Proclamation said that the fur traders had to have a license to trade with the Indians. The colonies refused to pay the tax because they had no representation in the British Parliament. Other trade laws were passed. The colonists had to send certain products to England before they could be sold to other countries. England did not enforce these laws for many years. When the British tried to enforce them, there was bound to be trouble.

NOTES ON THE READING

AIM: To Learn How the British Tried to Gain Strict Control of Her Colonies.

1. Why did the British change their method of treating the colonies after the French and Indian War? (Give 3 reasons)

2. Why did the British send 10,000 troops to the colonies in 1763?

3. A. Why was the Proclamation of 1763 issued?
   B. What 2 important things did it say?

4. Why did the pioneers hate the new law?

5. Why did England want the colonies to help pay the debt for the French and Indian War and the war against chief Pontiac?

6. Why did the colonies feel that they should not be taxed?

7. What did the Navigation Act of 1660 say?

8. A. What is the idea that the wealth of the colonies should go to the mother country called?
   B. Why didn't the colonies object to the Navigation Laws for many years?

9. Why did King George III decide to enforce the Navigation Acts.

1. _____
2. _____
3. _____
_____
_____
_____
A. _____
_____
B. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
A. _____
_____
_____
B. _____
_____
_____
_____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 9: ENGLAND TIGHTENS ITS GRIP ON THE COLONIES.

I. VOCABULARY TEST

In the blank appearing in Column II, write the letter which appears before the word in Column I.

Column I	Column II
A. debt	1._____ having someone speak for you in Parliament
B. issued	2._____ goods
C. proclamation	3._____ to force someone to follow a rule
D. licensed	4._____ given a right to do something
E. representation	5._____ sure to be
F. products	6._____ a law, rule or restriction
G. enforce	7._____ stated; passed
H. bound to be	8._____ owing money

II. Critical Reading

Place a C next to the statements you feel could have been made by a typical colonist and an E next to those made by someone living in England.

1._____"All fur traders should have to apply for a license to trade with the Indians."

2._____ "Taxes to pay English debts should be paid by all English citizens."

3._____ "No citizen who is not properly represented in Parliment should have to pay British debts."

4._____ "A colony only exists for the good of the mother country."

5._____ "King George III is the best king we have had in years."

6._____ "It is not always wrong to disobey the law."

III. Summary Question

The aim of this chapter was "to learn how Britain tried to gain control of her colonies."
See if you can list at least 3 ways by which she tried to do this.

A._____
_____
B._____
_____
C._____
_____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 10: THE COLONIES BECOME ANGRY.

WORDS TO LEARN

The Stamp Act was a tax on wills, deeds and newspapers. Patrick Henry spoke out strongly against it. In time the tax was repealed, because of the colonial boycott. Later the Townshend Acts were passed, which included warrants to search homes, called Writs of Assistance. This growing unrest led to the "Boston Massacre".

NOTES ON THE READING

AIM: To Learn How the Colonies Fought Against the British Laws.

1. A. What was the Stamp Act? A. _____
   B. Why did the colonists oppose it? B. _____

2. What was the argument used by Patrick Henry against the Stamp Act? _____

3. What was the purpose of the meeting held in New York City? _____

4. A. Why were secret clubs, called the "Sons of Liberty," founded? A. _____
   B. How did they oppose the Stamp Act? B. _____
   C. Why do you think Parliment repealed the Stamp Act? C. _____

5. A. What new taxlaws did Parliament pass? A. _____
   B. What were the Writs of Assistance? B. _____
   C. How did the colonists react to the Writs? C. _____

6. A. How were the British soldiers treated by the colonists? A. _____
   B. Was the title "Boston Massacre" a good way to describe what had happened? B. _____

7. Why was Samuel Adams called the "Father of the American Revolution"? _____

8. Why wouldn't the colonists buy tea from the British East India Company? _____

9. What happened at the Boston Tea Party? _____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 10: THE COLONIES BECOME ANGRY.

VOCABULARY TEST

Select the words listed which best complete the statements below.

will	boycott
deeds	writs
repeal	

1. The lawyer received a _____ from the judge to release the man wrongly held in jail.
2. It is a good practice for families to have a _____ drawn up in the event of unexpected deaths.
3. He voted for the _____ of the bad law.
4. When a group of people refuse to buy at a certain store their action may be called a _____.

Cause and Effect Patterns

Each new law passed by the British was designed either to bring the colonies under tighter control or to raise money. These laws caused certain reactions by the colonists. Fill in the Chart below.

Laws	What they said	Purpose	Colonists reaction
a. Proclamation of 1763			
b. Navigation Laws			
c. Stamp Act			
d. Townshend Act			

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 11: LIBERTY OR DEATH! FIGHTING BEGINS.

WORDS TO LEARN

Because of the Boston Tea Party, Parliament passed the harsh laws known as the Intolerable Acts. The First Continental Congress was called together to protest these acts. This led to the events at Lexington and Concord. The colonists now decided to fortify the hill overlooking Boston Harbor. The battle which followed showed that the colonists could "hold their own" against the mighty British Army.

NOTES ON THE READING

AIM: To Learn about the Events that Led to the American Revolution.

1. A. What did the Intolerable Acts say?
   B. Why were they called intolerable?
   A. _____
   B. _____

2. Why were the Committies of Correspondence started?
   _____

3. A. Why was the First Continental Congress called together?
   B. Was the Congress the same type as our present congress?
   C. What was decided at this Congress?
   A. _____
   B. _____
   C. _____

4. What did Patrick Henry urge the Virginia House of Burgesses to do? (Quote him)
   _____

5. A. Who were the "minutemen?"
   B. Why did the British march on Concord and Lexington?
   A. _____
   B. _____

6. Why did General Howe decide to take Bunker Hill, which overlooked Boston Harbor?
   _____

7. A. Why were the colonists forced to retreat?
   B. Where was the battle really fought?
   C. What did this battle show?
   A. _____
   B. _____
   C. _____

8. A. Why did the British finally decide to leave Boston quietly?
   B. What great American patriot played a leading role in these events?
   A. _____
   B. _____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 11: LIBERTY OR DEATH! FIGHTING BEGINS.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. harsh	1._____ able to offer firm resistance
B. intolerable	2._____ a formal meeting of representatives
C. Congress	3._____ strengthen
D. fortify	4._____ hard; cruel
E. "hold their own"	5._____ unbearable

DO YOU AGREE OR DISAGREE? GIVE THE REASONS FOR YOUR ANSWERS.

1. The Committees of Correspondence helped to bring the colonies closer together.

_____

_____

_____

_____

_____

_____

2. The first Continental Congress forced the king to repeal the tax laws.

_____

_____

_____

3. The tax laws were not really unfair.

_____

_____

_____

_____

_____

4. The colonists were right in dumping the tea in the harbor.

Where would you look to find the following items in your book? In the blank provided write:

G, if you would use the glossary

I, if you would use the index

TC, if you would use the table of contents

_____ Intolerable acts

_____ Fourteenth Amendment

_____ amendment

_____ title of chapter 11 - Unit II

_____ Boycott

_____ What chapter 12 deals with

_____ Loyalists

SCHWARTZ-O'CONNOR, UNIT II CHAPTER 12: A NEW NATION IS BORN.

WORDS TO LEARN

The colonists were fighting to gain their independence from England. The British enforced many regulations which the colonists felt were unfair. The people in the colonies wanted England to repeal many of these rules. Their representatives met at Philadelphia to declare themselves free. The people of the colonies demanded self-government. A committee was called together to adopt a declaration that would show the English that the colonists wanted to be free. Many people showed their loyalty to the colonies by joining the army. The people had to rely on each other for help.

NOTES ON THE READING

AIM: To Learn the Reasons Why the Thirteen Colonies Declared Themselves Free from England.

1. Why did the colonists change their minds about fighting against England?
   A. _____
   B. _____
   C. _____

2. In the summer of 1776, the Second Continental Congress met in Philadelphia.
   A. What was the purpose of the Second Continental Congress? A. _____
   B. When their efforts failed, what did the members of the Congress decide to do? B. _____
   C. What five men were appointed to write a Declaration of Independence? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
   D. Which man wrote most of the Declaration? D. _____
   E. What was the date of the adoption of the Declaration of Independence? E. _____ (month day year)

3. What does the Declaration of Independence tell the world? _____

4. What were the main causes of the Revolutionary War?
   A. _____
   B. _____
   C. _____
   D. _____

5. Not all of the people in the colonies wanted independence.

A. What were the people who fought for the new nation called? A. _____

B. About how many people in the colonies supported a right for freedom? B. _____

C. What were the people who remained loyal to the King called? C. _____

6. Why couldn't the people in America turn back in their fight to protect their freedom? _____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 12: A NEW NATION IS BORN.

Write the numbers of the terms from Column A in front of the explanation in Column B.

1. Hessians
2. Thomas Paine
3. Thomas Jefferson
4. Second Continental Congress
5. Tories
6. Patriots
7. Declaration of Independence

A._____ man who wrote the pamphlet, "Common Sense"

B._____ Colonists who remained loyal to England

C._____ man responsible for writing most of the Declaration of Independence

D._____ document which declared the colonists free from England

E._____ meeting at which colonists tried to make peace with King George III

F._____ people who fought on the side of the colonists

G._____ German soldiers who fought on the side of England

What is the main idea of chapter 12?

A._____ To describe the beginning of the new nation

B._____ To describe the meeting of the Second Continental Congress

C._____ To describe the ideas of the Declaration of Independence

D._____ To review the causes of the American Revolution

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 12: A NEW NATION IS BORN.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. independence	1._____ rules that have to be obeyed
B. regulations	2._____ to have a feeling of friendship for someone or something
C. repeal	3._____ to make strong statement
D. declare	4._____ a group of people appointed to do certain things
E. self-government	5._____ to do away with something
F. committee	6._____ an announcement
G. declaration	7._____ to be able to count on something
H. loyalty	8._____ to be free of control
I. rely	9._____ being able to rule by yourself

WORDS TO LEARN

Both sides had their advantages during the Revolutionary War. The British found they would not have an easy time fighting their former colonies. The British had a strong navy so they could blockade American ports. The British were very well-equipped. They had factories which were capable of making ammunition. Both sides had faith in their leaders, but the colonists were fighting for the territory in which they lived. The colonists were at a disadvantage because they could not raise much money by taxation. The guns used by the Americans were accurate and they were able to handle them well in the wilderness. The Second Continental Congress made preparations for the war and chose a commander. Most Americans were very patriotic and willing to fight against their foreign enemies.

NOTES ON THE READING

ADM: To Learn the Strengths and Weaknesses of the British and American Forces at the Beginning of the Revolutionary War.

1. What were five (5) advantages of the British in the Revolutionary War?
   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

2. What were four (4) disadvantages of the British during the Revolutionary War?
   A. _____
   B. _____
   C. _____
   D. _____

3. Explain four advantages of the Americans during the Revolutionary War?
   A. _____
   B. _____
   C. _____
   D. _____

4. Describe the life of George Washington before he took command of the army in Massachusetts.
   _____
   _____
   _____

5. A. What power did Congress not have during the war?
   A. _____
   _____
   B. What were "Continentals"?
   B. _____
   C. What caused the money to lose value?
   C. _____
   _____
   D. What were two ways that Congress could raise money?
   D. _____
   _____
   _____

6. A. What did the Congress do to seek help?
   A. _____
   _____
   B. The United States sent Benjamin Franklin to France. Why did Congress feel France would help?
   B. _____
   _____
   _____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 13: A DIFFICULT TASK FACES THE UNITED STATES.

I. Compare the advatages and disadvantages of the British and the Americans before the Revolution.

	British	Americans
advantages	1. had more people	
	2.	
	3.	
	4.	
	5.	
disadvantages	1. far from the fighting	
	2.	
	3.	
	4.	
	5.	

II. Which of these facts may be found in chapter 13?

A. Where Benjamin Franklin went for help
B. How Congress raised money to carry on the war
C. The population of England at the beginning of the war
D. Which British leaders were friendly to the Americans
E. Life of Washington before the war
F. Main battle of the war
G. advantages of both sides before the war

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 13: A DIFFICULT TASK FACES THE UNITED STATES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. advantages	1._____ person in charge of an army
B. former	2._____ to make no mistakes
C. blockade	3._____ something in the past
D. ammunition	4._____ to be loyal to your country
E. faith	5._____ to shut off something, usually a port
F. territory	6._____ area of land
G. taxation	7._____ thing or things that can be shot
H. accurate	8._____ unsettled land
I. commander	9._____ trust or belief
J. patriotic	10._____ way of raising money
K. wilderness	11._____ something in your favor

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 14: PATRIOT VICTORIES BRING HOPE.

WORDS TO LEARN

During the war the fighting shifted from place to place. Both sides were forced to retreat many times but neither wanted to surrender. The English tried to surround the Americans in many areas. Noblemen fought side by side with farmers in defense of their country. The engineers tried to make conditions as comfortable as possible but this was difficult. In many cases there was desertion and men tried to retreat to the rear. Acts of bravery were seen everywhere but neither side could afford to lose men. Requests were made to have the men drill often so they could perform their duties better.

NOTES ON THE READING

AIM: To Learn of the Early Battles of the Revolutionary War.

1. A. Why did the British want to capture New York?
   B. Why did Washington move his army to Long Island?
   C. What was the result of the Battle of Long Island?

A. _____
_____
B. _____
_____
C. _____
_____

2. A. Explain what happened on Christmas night in 1776.
   B. Why was Washington called "the old fox"?

A. _____
_____
B. _____
_____

3. What was the British plan for 1777?

_____

4. A. Explain what happened to General Burgoyne after he captured Ticonderoga.
   B. Explain what happened to St. Leger.
   C. Where did General Howe take his army?

A. _____
_____
B. _____
_____
C. _____
_____

5. A. What happened to Burgoyne's army as it moved south?
   B. Why was the Battle of Saratoga considered the turning point of the war?

A. _____
_____
B. _____
_____

6. A. What were the differences between the way the British spent the winter of 1777 and the way the Americans spent the same winter?
   B. Why did Washington write to the Continental Congress and what news did he receive from them?

A. _____
_____
_____
_____
B. _____
_____
_____

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 14: PATRIOT VICTORIES BRING HOPE.

7. Washington had the help of many brave soldiers who came from Europe to aid the patriots. Who was:
   A. Marquis de Lafayette? A._____
   B. Thaddeus Kosciusko? B._____

8. A. Explain Benedict Arnold's role in the war before his desertion. A._____
   B. Why did he give secrets to the British? B._____

I. Place an A in the space provided if it was an American victory. If it was a British victory place a B in the space.

1. Battle of Long Island ____
2. Battle of Trenton ____
3. Battle of Saratoga ____
4. Fort Ticonderoga ____
5. Battle of Oriskany ____

II. True or False - Place a T in the space if the statement is true, and F if the statement is False.

1. The British wanted to capture New York.____
2. At the Battle of Long Island the British were outnumbered.____
3. Washington's army surprised and defeated the British at Trenton.____
4. In 1777 the British planned to divide the thirteen states and end the fighting.____
5. General Gates was the British Commander at Saratoga.____
6. As a result of the Battle of Saratoga France sided with the Americans.____
7. The American army spent a comfortable winter in Philadelphia.____
8. Lafayette was a Frenchman who aided the American cause.____
9. Benedict Arnold was a hero at the Battle of Oriskany.____
10. In 1780 it was discovered that Arnold planned to give secrets to the British. ____

III. Which of the following is the main idea of chapter 14?

A. To describe how people from foreign nations helped the Americans
B. To describe the early years of the Revolution
C. To describe the winter at Valley Forge
D. To describe the Battle of Oriskany

VOCABULARY TEST

retreat
surround
comfortable
defense
nobleman
engineer
desertion
afford
bravery
request
drill

Choose the correct word and fill in the blank spaces in each sentence.

1. The Americans fought in _____ of their country.

2. Washington had his _____ denied.

3. The British wanted to _____ New York State.

4. During the war there were many acts of _____ where people lost their lives.

5. Neither side could _____ to lose any men.

6. A rich person in colonial days was called a _____.

7. Benedict Arnold's _____ was a blow to the American army.

8. The _____ was responsible for building the bridge.

9. The British had food and supplies and were able to be _____ during the winter.

10. The soldiers had to_____ often to keep in practice.

11. The war _____ from state to state.

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 15: TWO AMERICAN HEROES.

WORDS TO LEARN

Many parts of the Northwest Territory were occupied by the British. In a few cases they aroused the Indians who then attacked American settlements near the borders of Kentucky and Western Pennsylvania. George Rogers Clark was given permission to take frontiersmen and lead an expedition to the West. On this expedition the people had to endure many hardships.

A famous American sea captain was John Paul Jones. He was born in Scotland and served as an apprentice on a vessel. Later on he lived on a plantation. It is because of men such as Clark and Jones that the Americans fought so bravely in the war.

NOTES ON THE READING

AIM: To Learn of the Events of the Revolution in the West and on the Sea.

1. What did the British do in the area known as the Northwest Territory?

2. What was the plan of George Rogers Clark?

3. A. Who were the soldiers in Clark's army?
   B. What did they do on July 7, 1778?

4. A. Describe Clark's march to the English fort at Vincennes, in present-day Indiana.
   B. What was the result of the march?

5. A. What were the results of the victories of George Rogers Clark?
   B. What states were created from the Northwest Territory?

6. What was the American navy like when the war began?

7. A. What happened to most of the American ships?
   B. What fleet did the Americans depend on?

8. Discuss the early life of John Paul Jones.

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 15: TWO AMERICAN HEROES.

9. Why is June 14th known as Flag Day? _____

10. Explain in detail the battle between Jones' ship, Bonhomme Richard, and the English ship, Serapis. _____

Location Skills

I. Find the page, paragraph and line number to prove the following facts:

1. George Rogers Clark set out to stop Indian attacks._____

2. When the war began the Americans had no navy._____

3. The Northwest Territory later made into the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin._____

4. Congress put guns on warships. These ships were called "privateers". _____

5. In 1775 John Paul Jones joined the United States navy._____

6. When the English captain of the Serapis asked John Paul Jones to surrender he answered "No, I have just begun to fight." _____

7. Today the United States Navy is known throughout the world for its fighting strength._____

8. The victories of George Rogers Clark ended the British and Indian attacks on the frontier settlements. _____

9. After France entered the war the Americans depended mainly on the French fleet to fight the British._____

10. The first flag had thirteen red and white stripes, with thirteen stars on a blue field._____

UNDERSTANDING WHAT YOU HAVE READ

I. Which of these facts may be found in chapter 15?

A. The name given to the land north of the Ohio River
B. Why John Paul Jones boarded the Serapis
C. The number of battles won by the American navy
D. The difficulties of George Rogers Clark in reaching Kaskaskia
E. The beginning of Flag Day

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 15: TWO AMERICAN HEROES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. border	1._____ being able to put up with difficulties
B. permission	2._____ to stir up action
C. represent	3._____ to give your consent
D. endure	4._____ line between the settled and unsettled land
E. hardships	5._____ to stand for or be a sign or symbol of
F. plantation	6._____ something hard to take
G. privateer	7._____ a person learning a trade or art
H. apprentice	8._____ a large farm or estate, especially in the South
I. arouse	
J. occupy	9._____ ships that were used as gunboats during the Revolutionary War
	10._____ to take up space or take possession of

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 16: THE BRITISH SURRENDER, FREEDOM IS WON!

WORDS TO LEARN!

In the Revolutionary War, England's biggest problem became one of supply. The British fleet was blocked from delivering its goods. This led to victory for the colonies. In 1783, England recognized the independence of the United States. With the help of foreign aid for the patriots, the Democratic Revolution really began. Its greatest accomplishment was granting people the right to the pursuit of happiness.

NOTES ON THE READING

AIM: To Learn How the Americans Forced The British to Surrender.
To Review the Reasons for the Americans Victory.

1. A. Why did the British generals decide to move the war to the southern colonies?
   B. Why weren't they successful?

2. What was the main problem the British General Cornwallis, kept having?

3. How was Cornwallis finally forced to surrender?

4. What did the Treaty of Paris of 1783 say?

5. How did the young nation succeed in defeating the mighty British army?

6. Why was the American Revolution so important in world history?

7. What was won in the Revolutionary War?

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 16: THE BRITISH SURRENDER, FREEDOM IS WON!

VOCABULARY TEST

Read this paragraph carefully. By studying the way in which each underlined word is used, decide what each word or phrase means. Write that word in the space provided.

In the Revolutionary War England's biggest problem became one of supply. The British fleet was blocked from delivering the goods it carried. This led to victory for the colonies. In 1783, England recognized the independence of the United States. With the help of foreign aid for the patriots, the Democratic Revolution really began. Its greatest accomplishment was granting people the right to the pursuit of happiness.

1._____ help from outside your realm

2._____ seeking out

3._____ the rapid movement toward democratic ideals

4._____ prevented from

5._____ permitted; admitted to

6._____ someone who shows loyal support for his country

Comparing and Contrasting

Below is a short story. Read it carefully and try to answer the questions below.

Ted Backus left his cabin one day with his long rifle loaded. He was hungry and looking for just one rabbit for dinner. While wandering through the woods he met first one neighbor then another, till there were thirteen, all told. Each was looking for just one rabbit for dinner. Ted suggested that they join together. He said, "Some of you men go way off on that side of the woods and make a lot of noise that will scare the rabbits out in our direction. A group of us will be waiting with guns loaded and we will share the rabbits with you."

Working together wasn't easy; there were bound to be some problems. But in all the firing no one could stop to think about that

Wow! Were they successful! Each one got his rabbit. "Boy, that was a great idea!" remarked one neighbor. "We could never have been so successful working alone," said another. "Gee, Ted, who's going to decide who should get the larger rabbits and who the smaller ones?" "Let's form a committee," said Ted. "OK, let's elect a committee." A committee was formed and worked out so well, that it wasn't long before the idea spread far and wide.

SCHWARTZ-O'CONNOR, UNIT II, CHAPTER 16: THE BRITISH SURRENDER, FREEDOM IS WON!

VOCABULARY TEST

1. What do you think the rabbit represents in this story?_____

2. What do Ted Backus and his neighbors represent?_____

3. Why did they join together?_____

4. What does the committee represent?_____

5. What other idea spread far and wide after it was seen that it worked so well?

6. Does Ted Backus remind you,of any American patriot? Who? Why?_____

7. Can you see any other similarities between this story and one you have studied in American history?_____

8. Are there any basic differences between this story and the story of the American Revolution? What are they?_____

Guide Topics Correlated With Texts

	Wilder This Is America's Story Chapter No.: Page No.	Schwartz and O'Connor Exploring American History Chapter No. and Unit No. in S. & O.
Unit I Discovery and Exploration	1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon 2. (pp. 37-57) Europeans Learn More About the New World 3. (pp. 58-79) Spain Establishes a Great Empire 4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America 5. (pp. 100-119) How Did People Live in the English Colonies 6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America	1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies 1-8)pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars. NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II
Unit II Colonial Struggle For Independence	7. (pp. 136-148) How Were the English Colonists Governed? 8. (pp. 149-164) The American Colonists Resist Strict Control by England 9. (pp. 165-189) The Thirteen English Colonies Win Their Independence	9-16 (pp.98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war NOTE: Chapter 6 (pp. 86-90) included in this section
Unit III How Our Nation Is Governed	11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution 12. (pp. 227-242) The New Government Is Successfully Launched	1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

	Wilder This Is America's Story Chapter No.: Page No.	Schwartz and O'Connor Exploring American History Chapter No. and Unit No. in S. & O.
Unit IV Westward Expansion	13. (pp. 243-263) The United States Gains the Respect of Other Nations 14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing 15. (pp.289-303) Cotton Becomes King in the South 16. (pp.304-318) Democracy Marches Westward with the Frontier 17. (pp. 319-345) The Nation as a Whole Becomes More Democratic 18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea 21. (pp. 424-442) The Last Frontier in the West Is Settled	1-14 (pp. 174-239) How Did The New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.
Unit V Civil War	19. (pp. 373-392) The North and South Come to Blows 20. (pp. 393-423) The North and the South Fight a War and Are Reunited	1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South
Unit VI Rise Of Industry and Agriculture	22. (pp. 442-467) The United States Becomes a Great Industrial Nation 23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems 24. (pp. 483-505) New Methods of Farming Create New Problems 25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms	1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's

Guide Topics Correlated With Texts

	Wilder This Is America's Story Chapter No.: Page No.	Schwartz and O'Connor Exploring American History Chapter No. and Unit No. in S. & O.
	26. (pp. 525-556) America Provides More Opportunities for More People	1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960
Unit VII U.S. Becomes a World Leader	27. (pp. 556-570) American Leaders Branch Out Along New Paths 28. (pp. 571-590) The United States Gains Possessions Overseas 29. (pp. 591-615) The United States Plays a Larger Part in World Affairs 30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace 31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas 32. (pp. 677-703) Americans Face The Challange of a Modern World	